

Area of focus	Phonics	SEND	Maths	Wider Curriculum Assessment
What did Ofsted Say?	Phonics teaching is not as effective as it should be because some staff do not have expert subject knowledge. This means that pupils are not being supported sufficiently well to learn to read swiftly and accurately. The school should equip all staff with the skills and knowledge to teach phonics consistently well.	The provision for some pupils with SEND is not as precise and targeted as it should be. This means that pupils are not routinely given the academic help they need to achieve the best possible outcomes. The school should ensure that all pupils with SEND receive consistent high-quality support in a timely manner to help them achieve well across the curriculum.	In the wider curriculum and mathematics, assessment is not sufficiently developed. This means that staff do not have a clear understanding of what pupils have learned and can remember. Therefore, pupils are not supported to build secure knowledge over time. The school should ensure that information from ongoing assessments are used to adapt teaching and address gaps in pupils' understanding.	
What are we doing about it?	<ul style="list-style-type: none"> -A clear and comprehensive monitoring and training plan has been devised to and is being rolled out to support subject knowledge, accuracy and consistency of teaching. -Clear oversight from senior leaders and REAch2 central team. -Clear consideration to which staff are teaching the most vulnerable (SEN + Disadvantaged). -Repeated training on the Little Wandle approach. -A rigorous approach to monitoring the impact of teaching and overarching results. 	<ul style="list-style-type: none"> -An updated 1 Page profile format for Individual Education Plan (IEP) + Education Health Care Plan (EHCP) children. This has been actioned and will help us evidence progress from the children. -Clear and consistent time has been given (<i>in 2025/2025 calendar</i>) to ensure staff are suitably and consistently reviewing and evolving provision for the most vulnerable. -SENDCo working collaboratively with external professionals to ensure best possible advice and provision. -The effective roll out of the Trust Adaptive Teaching Strategy. 	<ul style="list-style-type: none"> -Placement move of Maths specialist to KS1 with aim to drive foundational knowledge and fluency. -Dedicated staff training overtime (for teaching and non teaching staff) on modelling, fluid grouping, scaffolding and Checking for Understanding. -Embed work on Multiplication Times Table Check (MTC) to ensure it consistently takes place from Y2. -Clear consideration on the transition between Early Years and Year 1 to ensure that pupils' complete their programme of study before moving on. 	<ul style="list-style-type: none"> -Embed the work already underway regarding 'Foundational Flashbacks' and 'End of Half term' quizzing. -A clear approach to the recording of wider curriculum assessment. -Staff professional training to precisely and deliberately focus on '<i>checking for understanding</i>' so swift assessments can be made on pupil knowledge and understanding. -Termly work with all Subject Leaders to review curriculum impact. -Curriculum prioritisation: allowing staff greater time to re-teach concepts.
Any other contextual information	We have a strong and sequential curriculum approach to the teaching of phonics through Little	It was evidenced that whilst SEND pupils are identified swiftly, we need to work increasingly on	Similar to phonics, we have a strong sequential curriculum approach	We have a blended approach to our wider curriculum teaching. Some subject areas

	<p>Wandle. It is precise, carefully considered and research led. We will continue to use this approach. By the end of Key Stage 1, pupil results are increasingly in line with national average.</p>	<p>the consistency of delivery. The % of pupils with identified need on our SEND register has dramatically increased moving from 14% to over 26% in 18 months.</p>	<p>to mathematics in White Rose. This starts in Reception and concludes in Y6. We believe strongly in this framework and will be working to secure the increasingly consistent delivery. Over the last two academic years, over 80% of learners have left the school at age related expectation. A 25% improvement in the number of children passing the Multiplication Times Table Check (40% - 2024/ 2025).</p>	<p>use a Trust Wide (REAch2) approach and others use a specific community centred sequential approach. The Three 'C's (Community, Curiosity and Character) which knit our curriculum we wish to be increasingly evident across all subjects.</p>
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